

**THE INFLUENCE OF REGIONAL ACCENT IN SPEAKING ENGLISH
AT MUHAMMADIYAH UNIVERSITY OF
MAKASSAR**

(A Descriptive Research at the third semester students)



A Thesis

*Submitted to the Faculty of Teacher Training and Education
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for the Degree of Education in English Department*

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Motto ;

“Opportunities always exist for people who still want to try”

*I dedicated this thesis to
My beloved parents and my families*

ABSTRACT

Nurul Wahidah Darwis. 2018. The Influence of Regional Accent in Speaking English at Muhammadiyah University of Makassar (A Descriptive Research At The Third Semester Students) in the Academic Year 2017/2018). Thesis of English Department. The Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by Nur Qalbi and Ratu Yulianti Natsir.

This research aimed to know the influence of regional accent in speaking English at the third semester students in Muhammadiyah University of Makassar in the Academic Year 2017/2018. The researcher applied descriptive method because it is referred to describe the influence. And giving a questionnaire to collecting the data. The sample of this research was B and F class of English Department which consisted of 20 students. The sample was taken by using purposive sampling technique. The research findings showed that in average the students was **69,7** it indicates that the students agreed that there are influence of regional accent in speaking English especially for buginese language.

Key words: Regional accent, dialect, speaking.

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CHAPTER I

INTRODUCTION

A. Background of The Research

Language is very important in human life. Language is means of communication. Without a language, a person cannot communicate with others. The American linguists Bernard Bloch and George L. Trager (1943) defines language as follows A language is a system of arbitrary vocal symbols by means of which a social group cooperates. Edward sapir (1921:7) Stated that Language is purely human and non-instinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produces symbols.

English language is one of popular language in the world. In nowadays people call English language as international language. In other world, English language has been given since the fourth grade of the elementary school up to university. Most people in the world from the different countries and nations speak english.

In various countries English is used as the main language, as in the United States and the United Kingdom. But in other countries English is used as a second language as Malaysia, and Brunei Darussalam. In Indonesia English language is not used as a second language or main language. In Indonesia English language taught as a foreign language.

In English there are four main skills. Writing, reading, listening and speaking. Speaking skills is one of the important components in learning english, because speaking is the ability to communicate with others. Basically, speaking is one of the ways to communicate one another. Cornbleet and carter (2001) contend that speaking is an interactive processor constructing meaning that involves producing and receiving and processing information.

Many people, even students in the school or university who are learning the language, have difficulty in speaking in a foreign language or second language (L2) from the original language (L1) used everyday to communicate with people around. As the results of research proposed by Ismayanti (2010), that students are less active in learning the skills of speaking Indonesian because it is influenced by regional dialect. This shows that dialect (dialect) is one of the factors that become problematic students in learning a new language. Just as in learning English, of course many things or difficulties experienced especially speaking because of the use of dialect is different.

Dialect is a variety of language that signals where a person comes from different culture. Dialect is a regional or social [variety](#) of a [language](#) distinguished by [pronunciation](#), [grammar](#), andor [vocabulary](#).A regional dialect is a distinct form of a [language](#) spoken in a particular geographical area. Indonesia is a country that has many different ethnic and regional

languages. In South Sulawesi, there are different regions with different regional accents.

Most students still difficult to speak English fluently, causal factors of this problem are such as lack of motivation, nervous to speak English, lack of grammar mastery, lack of vocabulary, feeling afraid of making mistakes, nothing to say, un-confidence. In speaking English, cultural factor also can be the factor why students difficult to speak English fluently. Some students use their regional accent or local accent from their region. Regional accent is one of the problem that faced by Third semesters students in Muhammadiyah University of Makassar, especially for students from outside Makassar.

In this research, the researcher focused on students speaking skill and their regional accent. As the researcher know, students in Muhammadiyah University of Makassar mostly from different region in south Sulawesi and outer south Sulawesi.

B. Problem Of The Research

Based on previous background, the researcher formulated the research question as follow : “How does the influence of regional accent (Buginese accent) in speaking english at Third semester students in Muhammadiyah University of Makassar ?”

C. Objectives of the research

In relation to the problem statement above, the objectives of the research is to find out the influence of regional accent (Buginese accent) in speaking English at Third semester students in Muhammadiyah University of Makassar.

D. Significant of the research

This research give the readers information and understanding about regional accent and the influence in speaking English. Besides that, this research can be use as reference for other researchers who are interest in doing research related to regional accent. For the researcher this research can show the influence of regional accent in speaking English.

E. Scope of the research

The scope of this research will more focused on students speaking skill that influenced by students regional accent especially Buginese accent. It wil be analyzed how the regional accent can influence their ability in speaking skill.

CHAPTER II

REVIEW OF LITERATURE

A. Previous Related of Research Findings

Al-Zoubi, et.al (2014: 355) reveal that the influence of the L1 (first language) (Arabic) on learning ESL (English as a second language) in Jordanian schools, and its relation to education policy. In his study, the researcher aimed to investigate and analyze the actual reasons, attitudes, and purposes behind the use of the mother tongue (Arabic) in teaching English as an L2 to Arab students at Jordanian private and government-aided universities. The results obtained showed that almost all the respondents expressed the need for the use of Arabic in the English classroom, because it helps them understand the meaning of new or difficult words, explain complex syntactic rules.

Md. Nesar Uddin & Sababa Monjur (2015) in their study discuss the relationship between dialectic accents of Bangladeshi EFL (English as a Foreign Language) learners and Standard English pronunciation. His paper attempt to address the common and serious pronunciation errors that Bangladeshi learners produce. This study will find out whether we should appreciate standard pronunciation or we should go only for comprehensible pronunciation. It will also attempt to find out whether regional dialects have any impact on the learning of correct English

pronunciation or not. Specific ways and means will be suggested to overcome the accent problems of Bengali speaking learners of English on the basis of the findings of the study.

Njeru.M.G (2013: 128-129) said that in Kenya, most people from the rural areas face dialect problems in speaking English because they grow up in the villages where only one language is used, therefore face difficulties in acquiring the second or third languages. People used to speak their own languages, which they termed as their mother tongue. Different communities had different languages depending on their origin, which resulted to a nation made of people speaking different languages. It is through the interaction of people from different communities and regions that resulted into individuals learning the other languages apart from their first language. This was seen as a good step since people could easily communicate with one another, although there were communication barriers that up to date are still experienced.

The previous researches above have similarity with this research. They mostly described about the influence of local dialect on learning foreign language in the classroom, while the differences are based on language that switch, such as Arabic to English, Bangladesh to English and Kenya to English. All the researchers above agree that the local dialect can influence the way of students in speaking English. It can be a good device in maintaining classroom interaction and developing the

students awareness about the similarity and difference between the mother tongue and foreign language. Meanwhile, this research focused the difficulties of students speaking in particular in local dialect and the local dialect factors that influence speaking subject by the students in foreign language classroom.

B. Some Pertinent Ideas

1. Theory of speaking

a. Definition of Speaking

Boonkit. K. (2010) Speaking is one of the four macro skills to be developed as a means of effective communication in both first and second language learning contexts. In the English as a Foreign Language (EFL) pedagogy environment, how to increase speaking competence and confidence for undergraduate students tends to be a crucial question among instructors. This concern led to a qualitative research design as an action study in a regular course employing a task-based approach. The findings indicated that confidence, creativity of topics, and speaking competence were the key aspects of improvement when speaking to the audience.

Torky (2006) states that speaking is one of the four language skills. Besides that, speaking is one of productive skills of English and it goes side by side with all language skills. In addition, Hornby (1995) states that speaking is about something to talk or say something about something; to

mention something, to have conversation with somebody, to address somebody in words, to say something or express oneself in a particular language.

Based on the explanation above, the researcher conclude that speaking is one of important component in learning English. Speaking is the way we communicate with other.

b. Part Of Speaking

Harris (1994) asserts that there are five components in speaking ability (pronunciation, grammar, vocabulary, fluency, and comprehension). For this reason, the researcher would explain each of items one by one.

1) Pronunciation

Hornby (1995) explains that pronunciation is the way in which a language is spoken, the way in which a word is pronounced or the way a person speaks the words of language. Therefore, in this pronunciation determine how sounds vary and pattern in a language and this component also refers to the way of person in speaking a word that is pronounced. Harmer (2001) emphasizes that if intelligibility is then goal then it suggests that some pronunciation features are more important than others.

1) Grammar

A conversation will be good-looking when the speaker uses grammar in those situations. Harmer (2001) points out that grammar of a language is the description of the way in which words can change their forms and can be combined into sentences in that language. From the statement above, it can be summed up that by having good grammar, the speaker can convey/ produce the words or sharing information correctly.

2) Vocabulary

Vocabulary is an important aspect in learning a language. According to Diamond and Gutlohn (2006), vocabulary is the knowledge of words and word meanings. A language learner cannot communicate or express his or her ideas either in spoken or written form if he or she does not have sufficient vocabulary. Having limited vocabulary is also a barrier that precludes learners from learning a language. In other side, having a large vocabulary to call upon will help our verbal communication flow and allow us to start eliminating noises such as „umm” and “uhh”. Furthermore, vocabulary is a group of words to make sentence structure in conveying idea or message to the listener. What word means is often defined by its relationship to other words. For example, we explain the meaning of fully by saying that it is the opposite of empty; we understand that cheap is the opposite of expensive (Harmer, 2001). Finally, vocabulary is a group

of words to make use to describe concepts/ideas to purpose convey ours ideas either in spoken or written form.

3) Fluency

Lambardo (1984) defines fluency as the way of someone speaks with normal speed like the native speaker or the man who own the language because the one who own the language can dispose the language well. Fluency can be defines as the ability to speak fluently, accurately, smoothly and readily. It is one of the main elements of speaking ability in order to make interlocutor understand well about ideas or messages which want deliver by speaker.

4) Comprehension

Comprehension is the ability to understand completely and be familiar with a situation or facts. Meanwhile, Hornby (1995) claims that comprehension is the power of understanding and an exercise aimed at improving or testing one's understanding of a language (written or spoken). Moreover, comprehension can also means the capacity of the main to perceive and understand; power to grasp the ideas; ability to know. In short, comprehension is important to avoid misunderstanding between a speaker and a listener.

c. Style of Speaking

Richards. (2008) An important dimension of conversation is using a style of speaking that is appropriate to the particular circumstances.

Different styles of speaking reflect the roles, age, sex, and status of participants in interactions and also reflect the expression of politeness. Consider the various ways in which it is possible to ask someone the time, and the different social meanings that are communicated by these differences.

Brown, et.al (1978). Different speech styles reflect perceptions of the social roles of the participants in a speech event. If the speaker and hearer are judged to be of more or less equal status, a casual speech style that stresses affiliation and solidarity is appropriate. If the participants are perceived as being of uneven power or status, a more formal speech style is appropriate, one that marks the dominance of one speaker over the other. Successful management of speech styles creates the sense of politeness that is essential for harmonious social relations.

Based on explanation above, the researcher conclude that style of speaking is the way someone talk to other people that can give some perception. Everybody have a different style of speaking that can reflect the social roles, age, sex.

d. Function of speaking

There are many functions of speaking proposed by many practitioners. According to Brown and Yule in Richards (2008:21-28) there are three functions of speaking; they are speaking as interaction,

speaking as performance, and speaking as transaction. Speaking as interaction refers to the interaction which serves a primarily social function. When people meet, they exchange greetings, engage in small speaking and chit chat, recount recent experiences because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speaker and how they wish to presents themselves to each other.

Speaking as performance refers to public speaking; it is talk which transmits information before and audience such as public announcements and speeches. Speaking as performance tends to be in form of monolog rather than dialogue, often follow a recognizable format and it is closer to written language than conversational language.

Speaking as transaction refers to situation where the focus is on the message about what is said or achieved in order to make people understood clearly and accurately. Baker and Westrup (2003) assert that a student who can speak English well may have greater chance for futher education, of finding employment and gaining promotion.

Based on the explanation above, the researcher conclude that speaking has three function they are speaking as interaction, speaking as performance, and speaking as transaction. The three function of speaking the three functions are interrelated to be able to make students able to speak English well.

e. The Components of Speaking

Every skill has a component to fulfill its needs. Speaking also needs many components. According to Vanderkevent (1990:8), there are three components in speaking.

1. The speakers

Speakers are a people who produce the sound. They are useful as the tool to express opinion or feelings to the hearer. So if there are no 15 speakers, the opinion or the feelings or the feeling won't be stated.

2. The listeners

Listeners are people who receive or get the speakers opinion or feeling. If there are no listeners, speakers will express their opinion by writing.

3. The Utterances

The utterances are words or sentences, which are produced by the speakers to state the opinion. If there is no utterance, both of the speakers and the listeners will use sign.

2. Theory of Regional Accent

a. Concept of Dialect

Crystal (1997) A dialect is defined by linguists as a variety of a language that is distinguished from other varieties of the same language by

its pronunciation, grammar, vocabulary, discourse conventions, and other linguistic features. Dialects are rule-governed systems, with systematic deviations from other dialects of the same language. Chambers, et al. (1998) Dialect is also term which is often applied to form of language, particularly those spoken in more isolate parts of the world. Which have no written form and dialects are also often regarded as some kind of deviation from a norm – as aberrations of a correct or standard form of language.

Based on the explanation above, the researcher conclude that dialect is a variety in language that associated with particular region and distinguish by pronunciation, and grammar, vocabulary, and other linguistics features.

b. Regional Dialects

Ronald (2006) Regional variation in the way a language is spoken is likely to provide one of the easiest ways of observing variety in language. As you travel throughout a wide geographical area in which a language is spoken, and particularly if that language has been spoken in that area for many hundreds of years, you are almost certain to notice differences in pronunciation, in the choices and forms of Languages, Dialects, and Varieties of words, and in syntax. There may even be very distinctive local colorings in the language which you notice as you move from one location to another. Such distinctive varieties are usually called

regional dialects of the language. In local dialect concept there are three aspects which grammatical form, vocabulary, accent.

Based on the explanation above, the researcher conclude that regional dialect is different form of language spoken based on the geographical area.

c. Accent

Behravan (2012) Accents are defined as varieties in pronunciations of a certain language and refers to the sound that exists in a person's language. Therefore, everybody has an accent. Generally, accents differ in two subjects, phonetic and phonological. When accents differ in phonetic, there are same set of phonemes in both accents, but some of these phonemes are realized differently. For example, the phoneme 'e' in dress is pronounced as 'ɜ' in England, and 'e' in Wales. Another example, the phoneme 'u' in strut is pronounced as 'ʊ' in England, and 'U' in Wales. Differences in stress and intonation are also refers to phonetic category. On the other hand, phonological refers to those accents which have different number of phonemes from another and often the identity of phonemes are also different. Examples are made or waste which are pronounced as 'e' Iin England and as 'e:' in Wales.

Buginese language divided into several areas in South Sulawesi such as Bone, Soppeng, Pinrang, Sidrap, Wajo, Barru, Pangkep, Maros, Sinjai and so on. Besides that some areas has some different vocabulary in

some words. For example Pinrang and Sidrap said “Loka” for “Banana”, while the other areas said “Otti” or “Utti”. In different case, Buginese language has a different pronunciation. Such as Sinjai and the other area, in other area the buginese society said “W”. But in Sinjai the letter “W” changed to “H”. For example “Diawa” chaged to “Diaha”

The alphabet in Buginese language has a some different with a common alphabet such as :

a. Vocal

- A, E, É, I, O, U.

b. Konsonant

- B, C, D, G, H, J, K, L, M, N, P, R, S, T, W, Y.

c. Diphtong

- Mp, Nc, Nr.

Based on the explanation above, the researcher conclude that accent is the way someone pronounce the word. Everybody have a different accent based on their mother language.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher explains about research design, population and sample, instrument of the research, data collection method, and technique of data analysis.

A. Research Design

In term of research methodology, the researcher choosed the descriptive qualitative approach as the method of the research. The purpose of this research design is to find out the influence of regional accent in speaking English at Third semesters students in Muhammadiyah University of Makassar.

B. Setting and Subject

1. Setting

Setting takes an important role in this research to getting the data. This research conducted the setting which is in Muhammadiyah University of Makassar. It is located at Makassar, South sulawesi, Indonesia. The researcher do the observation in Third semesters students. In Muhammadiyah University of Makassar, the second semesters have 7 classes. Each class consist of 37 students. The population of this research are 259 students.

2. Subject

The researcher use the Purposive Sampling technique. A purposive sample is a non-probability sample that is selected based on characteristics of a population and the objective of the study. Purposive sampling is also known as judgmental, selective, or subjective sampling. The researcher applied in the third Semester Students of English Educational Department of Makassar Muhammadiyah University in academic years 2018-2019. Based on the criterion of purposive sampling the researcher decided number of sampling of this research is 20 participants from B and F class of English Education Department students in Muhammadiyah University of Makassar.

C. Instrument of the research

Instrumentis the general term that researchers use for a measurement device.

1. Questionnaire

Based on the problem statement above the researcher wants to know about the influence of regional accent in speaking English on the questionnaire. A questionnaire is require to collect data from the participants. The questionnaire aims to give the opportunity for the researcher to gather data from a number of people and the good thing about descriptive questionnaire is that they are flexible and can be word in

different ways to allow participant to responses. The researcher use Likert Scale to get data questionnaire from the students.

The results of questionnaires were analyzed by using the following percentage system:

$$P = \frac{f}{n} \times 100\%$$

Which:

P : Percentage

F : Frequency

N : Number of sample

100 % : Constant value

(Sugiyono, 2014:136)

The Likert Scale and scoring :

Table 3.1 Likert Scale

No.	Items	Score
1	Strongly agree	5
2	Agree	4
3	Undecided	3
4	Disagree	2
5	Strongly disagree	1

(Sugiyono, 2014:136)

The statements of questionnaire of this research consist of closed-ended question form. The statements of questionnaire allow the

respondents to answer the question (John: 2012). It consist of 10 numbers statements of closed-ended questionnaire.

D. Data Collection Method

For data collection, the researcher give the questionnaire the researcher give 10 minutes for each participants to answer the question. In gathering the data, the researcher use the following procedures:

1. The researcher gave the questionnaire to the participants
2. The researcher gave time 10 minutes to each participants
3. The researcher collected the questionnaire
4. The researcher analyzed data based on the questionnaire
5. The researcher make conclusion based on the data.

E. Technique Of Data analysis

There are some procedures in doing the analysis of data that the researcher apply in research. Firstly, collect the data which to be analyze. Secondly, classify the answer based on the questions. From the data of questionnaire, the researcher use likert scale as a measure of data.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the results of the study are presented. The chapter was divided into two main sections; they are findings of the research and the discussion of the research. The findings presented the result of data analysis collected through questionnaire about the Influence of regional accent in speaking skill at Third Semester Students In Muhammadiyah University Of Makassar. The discussion deals with the interpretation of the findings in the research.

A. The Findings.

After conducting the research, the researcher obtained the data; the result of the questionnaire. The result present the interpretation as follow:

1. Frequency of The influence of regional accent in speaking English at Third Semester Students In Muhammadiyah University of Makassar.

a. Item 1

Tabel 4.1 There are any differences in the way I speak at collage and the way I speak at home

No.	Opinion	Frequency	Percentage
1	Strongly agree	8	40%
2	Agree	9	45%
3	Undecided	0	0%
4	Disagree	0	0%
5	strogly Disagree	3	15%
Total		20	100%

Table 4.1 showed that 8 students (40%) said “strongly agree”, 9 students (45%) said “agree”, 0 student (0%) said “undecided”, 0 student (0%) said “disagree”, and 3 students (15%) said “strongly disagree”. So, we can conclude that most students at the third semester at Muhammadiyah University of Makassar were agree that there are any differences in the way they speak at collage and home.

b. Item 2

Tabel 4.2 I speak using my mother language (L1) everyday.

No.	Opinion	Frequency	Percentage
1	Strongly agree	3	15%
2	Agree	8	40%
3	Undecided	4	20%
4	Disagree	1	5%
5	strogly Disagree	4	20%
Total		20	100%

Table 4.2 showed that 3 students (15%) said “strongly agree”, 8 students (40%) said “agree”, 4 student (20%) said “undecided”, 1 student(5%) said “disagree”, and 4student (20%) said “strongly disagree”. So, we can conclude that most students at the third semester at Muhammadiyah University of Makassar were agree thatthey speak using their mother language everyday.

c. Item 3

Table 4.3 The regional accent makes me difficult to speak English

No.	Opinion	Frequency	Percentage
1	Strongly agree	4	20%
2	Agree	9	45%
3	Undecided	0	0%
4	Disagree	1	5%
5	strogly Disagree	6	30%
Total		20	100%

Table 4.3 showed that 4 students (20%) said “strongly agree”, 9 students (45%) said “agree”, 0 student (0%) said “undecided”, 1 student (5%) said “disagree”, and 6 student (30%) said “strongly disagree”. So, we can conclude that most students at the third semester at Muhammadiyah University of Makassar were agree that the regional accent makes them difficult to speak English.

d. Item 4

Table 4.4 I always use the local language to communicate each other.

No.	Opinion	Frequency	Percentage
1	Strongly agree	3	15%
2	Agree	9	45%
3	Undecided	3	15%
4	Disagree	1	5%
5	strogly Disagree	4	20%
Total		20	100%

Table 4.4 showed that 3 students (15%) said “strongly agree”, 9 student (45%) said “agree”, 3 students (15%) said “undecided”, 1 students(5%) said “disagree”, and 4 students (20%) said “strongly disagree”. So, we can conclude that most students at the Third semester at Muhammadiyah University of Makassar were agree that They always use the local language to communicate withe other.

e. Item 5

Table 4.5 My mother language affect me in pronouncing the word in English

No.	Opinion	Frequency	Percentage
1	Strongly agree	1	5%
2	Agree	6	30%
3	Undecided	6	30%
4	Disagree	3	15%
5	Strogly Disagree	4	20%
Total		20	100%

Table 4.5 showed that 1 students (5%) said “strongly agree”, 6 students (30%) said “agree”, 6 students (30%) said “undecided”, 3 student (15%) said “disagree”, and 4 student (20%) said “strongly disagree”. So, we can conclude that students at the Third semester at Muhammadiyah University of Makassar were has balance between agree and undecided.

f. Item 6

Table 4.6 In speaking English, i feel worry to speak because of my regional accent.

No.	Opinion	Frequency	Percentage
1	Strongly agree	1	5%
2	Agree	9	45%
3	Undecided	1	5%
4	Disagree	4	20%
5	strogly Disagree	5	25%
Total		20	100%

Table 4.6 showed that 1 students (5%) said “strongly agree”, 9 students (45%) said “agree”, 1 student (5%) said “undecided”, student (20%) said “disagree”, and 5 student (25%) said “strongly disagree”.So, we can conclude that most students at the Third semester at Muhammadiyah University of Makassar were agree that In speaking English they feel worry because of their regional accent.

g. Item 7

Table 4.7 My regional accent make my pronunciation and intonation error when speaking.

No.	Opinion	Frequency	Percentage
1	Strongly agree	2	10%
2	Agree	5	25%
3	Undecided	5	25%
4	Disagree	2	10%
5	Strogly Disagree	6	30%
Total		20	100%

Table 4.7 showed that 2 students (10%) said “strongly agree”, 5 students (25%) said “agree”, 5 student (25%) said “undecided”, 2 student (10%) said “disagree”, and 6 student (30%) said “strongly disagree”. So, we can conclude that most students at the third semester at Muhammadiyah University of Makassar were Strongly disagree that Their regional make a pronunciation and intonation error in speaking English

h. Item 8

Table 4.8 I am not confidence to speaking english in front of the class because of my regional accent.

No.	Opinion	Frequency	Percentage
1	Strongly agree	0	0%
2	Agree	5	25%
3	Undecided	5	25%
4	Disagree	4	20%
5	strogly Disagree	6	30%
Total		20	100%

Table 4.8 showed that 0 student (0%) said “strongly agree”, 5 students (25%) said “agree”, 5 student (25%) said “undecided”, 4 students(20%) said “disagree”, and 6 students (30%) said “strongly disagree”. So, we can conclude that most students at the third semester at Muhammadiyah University of Makassar were strongly disagree that their regional accent make them not confident in speaking English.

i. Item 9

Table 4.9 It is hard for me to speak English without using my regional accent

No.	Opinion	Frequency	Percentage
1	Strongly agree	1	5%
2	Agree	7	35%
3	Undecided	6	30%
4	Disagree	1	5%
5	strogly Disagree	5	25%
Total		20	100%

Table 4.9 showed that 1 students (5%) said “strongly agree”, 7 students (35%) said “agree”, 6 students (30%) said “undecided”, 1 student (5%) said “disagree”, and 5 students (25%) said “strongly disagree”. So, we can conclude that most students at the third semester at Muhammadiyah University of Makassar were eagree that it is hard to speak English without using their regional accent.

j. Item 10

Table 4.10 Regional Accent always influences my English.

No.	Opinion	Frequency	Percentage
1	Strongly agree	1	5%
2	Agree	7	35%
3	Undecided	4	20%
4	Disagree	1	5%
5	Strogly Disagree	7	35%
Total		20	100%

Table 4.10 showed that 1 student (5%) said “strongly agree”, 7 students (35%) said “agree”, 4 student (20%) said “undecided”, 1 students(5%) said “disagree”, and 7 students (35%) said “strongly disagree”. So, we can conclude that most students at the third semester at Muhammadiyah University of Makassar were has balance between Agree and strongly disagree.

2. The mean score of students questionnaire

From 20 students, total score of the questionnaire was 55 and total number of the table were 10. So the mean score

$$\bar{X} = \frac{\sum x}{n}$$

$$\bar{X} = \frac{697}{10}$$

$$\bar{X} = 69,7$$

The calculating above shows that the mean score of the influence of regional accent in speaking English was **69,7** it indicates that the students agreed that there are influence of regional accent in speaking English especially for buginese language.

B. Discussion

As has been presented on findings, results of the questionnaires show that the regional accent can influence students speaking ability. It can be seen from the result of questionnaires. The result of questionnaire showed that the students' mean score is **69,7**. It means that students had a positive respons toward the influence of regional accent in speaking English. It can be seen from the result of questionnaires. Below were the detail answers of the research questions.

The research question focused on one item that was positive statement. The answered of the research question about the influence of regional accent in sepaking English at third semesters students in Unismuh Makassar is positive. Based on the questionnaire most of students is believe that the regional accent can influence their ability in speaking English. Moreover, they also agree that there are the difference in the way they speak at collage and home. Where in their home they always use the mother language (L1).

Based on the result of questionnaires, the majority of the students had positive responses toward the influence of regional accent in speaking

English. The students claim that the regional accent impact many aspect in their speaking ability, such us unconfident and pronunciation error.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two sections, the first section dealt with the conclusion of findings of the research and the other one deal with suggestion.

A. Conclusion

Based on the findings and discussion, it can be concluded that the respondents of this study gave their positive perception toward the Influence of regional accent in speaking English. Based on data gathered and analyzed from questionnaire, it can be concluded that most of students perceived that the regional accent has influenced their ability in speaking English. It because the students in Unismuh Makassar feel not confident to speak English because their regional accent and also their regional accent impact their pronunciation. And they feel their regional accent make them difficult to speak English.

B. Suggestion

Based on the result of the data analysis and conclusion, the researcher present some suggestion. The researcher hoped that this study can be used as additional reference by other researcher that has a similarity with this study.

For students; in learning English, the students have to be brave to speaking English in the class room and not feel worried about their regional accent. To reduce the pronunciation error that caused by regional

accent, the students have to practice to speak English and listening to native speaker pronunciation.

For lecturer; in learning process, the lecture need to create the enjoyable and interesting situation to get more attention from students so the students will be easy to learn and express themselves in speaking without feeling worried. The lecturer has give the students motivation to improve their speaking skill.

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RESEARCH QUESTIONNAIRE

NAME : R1

CLASS : 3B

REGION : SINJAI

NO	Statement	Choice of Answer				
		SA	A	UD	SDA	DA
1	There are any differences in the way I speak at collage and the way I speak at home	✓				
2	I speak using my mother language (L1) everyday			✓		
3	The regional accent makes me difficult to speak English		✓			
4	I always use the local language to communicate with other			✓		
5	My mother language affect me in pronouncing the word in English		✓			
6	In speaking English, I feel worry to speak because of my regional accent		✓			
7	My Regional Accent Make my Pronunciation And Intonation Error When Speaking English		✓			
8	I am not confidence to speaking English in front of the class because of my regional accent			✓		

9	It is hard for me to speak English without using my regional accent.		✓			
10	Regional accent always influences my English		✓			

NOTES:

SA = STRONGLY AGREE (Sangat Setuju)

A = AGREE (Setuju)

U = UNDECIDED (Ragu-ragu)

DA = DISAGREE (Tidak Setuju)

SDA = Strongly Disagree (Sangat Tidak Setuju)

RESEARCH QUESTIONNAIRE

NAME : R2

CLASS : 3B

REGION : BARRU

NO	Statement	Choice of Answer				
		SA	A	UD	SDA	DA
1	There are any differences in the way I speak at collage and the way I speak at home		✓			
2	I speak using my mother language (L1) everyday	✓				
3	The regional accent makes me difficult to speak English		✓			
4	I always use the local language to communicate with other					✓
5	My mother language affect me in pronouncing the word in English		✓			
6	In speaking English, I feel worry to speak because of my regional accent					✓
7	My Regional Accent Make my Pronunciation And Intonation Error When Speaking English			✓		
8	I am not confidence to speaking English in front of the class because of my regional accent				✓	
9	It is hard for me to speak English without using my regional accent.			✓		

RESEARCH QUESTIONNAIRE

NAME : R3

CLASS : 3B

REGION : BARRU

NO	Statement	Choice of Answer				
		SA	A	UD	SDA	DA
1	There are any differences in the way I speak at collage and the way I speak at home		✓			
2	I speak using my mother language (L1) everyday		✓			
3	The regional accent makes me difficult to speak English		✓			
4	I always use the local language to communicate with other					✓
5	My mother language affect me in pronouncing the word in English			✓		
6	In speaking English, I feel worry to speak because of my regional accent		✓			
7	My Regional Accent Make my Pronunciation And Intonation Error When Speaking English					✓
8	I am not confidence to speaking English in front of the class because of my regional accent				✓	
9	It is hard for me to speak English without using my regional accent.			✓		

10	Regional accent always influences my English		✓			
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NOTES:

- SA = STRONGLY AGREE (Sangat Setuju)
- A = AGREE (Setuju)
- U = UNDECIDED (Ragu-ragu)
- DA = DISAGREE (Tidak Setuju)
- SDA = Strongly Disagree (Sangat Tidak Setuju)

RESEARCH QUESTIONNAIRE

NAME : R4

CLASS : 3B

REGION : SOPPENG

NO	Statement	Choice of Answer				
		SA	A	UD	SDA	DA
1	There are any differences in the way I speak at collage and the way I speak at home		✓			
2	I speak using my mother language (L1) everyday	✓				
3	The regional accent makes me difficult to speak English		✓			
4	I always use the local language to communicate with other		✓			
5	My mother language affect me in pronouncing the word in English		✓			
6	In speaking English, I feel worry to speak because of my regional accent		✓			
7	My Regional Accent Make my Pronunciation And Intonation Error When Speaking English		✓			
8	I am not confidence to speaking English in front of the class because of my regional accent		✓			
9	It is hard for me to speak English without using my regional accent.	✓				

10	Regional accent always influences my English		✓			
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NOTES:

- SA = STRONGLY AGREE (Sangat Setuju)
- A = AGREE (Setuju)
- U = UNDECIDED (Ragu-ragu)
- DA = DISAGREE (Tidak Setuju)
- SDA = Strongly Disagree (Sangat Tidak Setuju)

RESEARCH QUESTIONNAIRE

NAME : R5

CLASS : 3B

REGION : BONE

NO	Statement	Choice of Answer				
		SA	A	UD	SDA	DA
1	There are any differences in the way I speak at collage and the way I speak at home		✓			
2	I speak using my mother language (L1) everyday					✓
3	The regional accent makes me difficult to speak English		✓			
4	I always use the local language to communicate with other					✓
5	My mother language affect me in pronouncing the word in English		✓			
6	In speaking English, I feel worry to speak because of my regional accent		✓			
7	My Regional Accent Make my Pronunciation And Intonation Error When Speaking English		✓			
8	I am not confidence to speaking English in front of the class because of my regional accent					✓
9	It is hard for me to speak English without using my regional accent.		✓			

10	Regional accent always influences my English				✓	
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NOTES:

- SA = STRONGLY AGREE (Sangat Setuju)
- A = AGREE (Setuju)
- U = UNDECIDED (Ragu-ragu)
- DA = DISAGREE (Tidak Setuju)
- SDA = Strongly Disagree (Sangat Tidak Setuju)

RESEARCH DOCUMENTATION













CURRICULUM VITAE

NURULWAHIDAH DARWIS is a student of English Department in Muhammadiyah University of Makassar. She was born on 30th March 1997 in Ujung Pandang. She is the first daughter of marriage between Muhammad Darwis and Nurbaya. She has 1 brother (Muhammad Ikhsan).

In 2002, she started in elementary school at SDN Baraya 1 Makassar, graduated in 2008. Then she continued her junior high school at SMPN 13Makassar and graduated in 2011. After that she continued her senior high school at SMAN 13 Makassar and graduated in 2014. In 2014, she was accepted in Muhammadiyah University of Makassar as a student at English Department of Faculty of Teacher Training and Education. At the end of her study, she could finished her thesis in 2018 entitle “*The Influence of Regional Accent in Speaking English at Third Semester Students in Muhammadiyah University of Makassar*” (A Descriptive Research At The Third Semester Students In Muhammadiyah University Of Makassar).

RESEARCH QUESTIONNAIRE

NAME :

CLASS :

REGION :

NO	Statement	Choice of Answer				
		SA	A	UD	SDA	DA
1	There are any differences in the way I speak at collage and the way I speak at home					
2	I speak using my mother language (L1) everyday					
3	The regional accent makes me difficult to speak English					
4	I always use the local language to communicate with other					
5	My mother language affect me in pronouncing the word in English					
6	In speaking English, I feel worry to speak because of my regional accent					
7	My Regional Accent Make my Pronunciation And Intonation Error When Speaking English					
8	I am not confidence to speaking English in front of the class because of my regional accent					
9	It is hard for me to speak English without using my regional accent.					

10	Regional accent always influences my English					
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NOTES:

- SA = STRONGLY AGREE (Sangat Setuju)
- A = AGREE (Setuju)
- U = UNDECIDED (Ragu-ragu)
- DA = DISAGREE (Tidak Setuju)
- SDA = Strongly Disagree (Sangat Tidak Setuju)

Respondent	Questionnaire Items							
	1	2	3	4	5	6	7	8
1	5	3	4	3	4	4	4	3
2	5	4	4	4	3	4	2	2
3	4	5	4	2	4	2	3	1
4	4	4	4	2	3	4	2	1
5	5	2	4	5	3	4	3	4
6	4	1	2	4	3	1	2	2
7	4	5	4	4	4	4	4	4
8	5	4	5	4	5	5	5	4
9	4	4	2	3	2	2	3	2
10	4	2	4	2	4	4	4	2
11	5	4	2	5	2	2	2	2
12	4	5	2	5	4	1	1	1
13	5	3	4	4	1	4	4	3
14	2	4	5	4	4	4	5	4
15	4	3	5	4	3	3	3	3
16	2	2	2	3	2	2	2	3
17	2	2	3	2	2	3	3	2
18	5	4	4	1	3	1	3	1
19	4	3	2	4	1	2	1	4
20	4	4	5	4	1	4	4	3
Total								